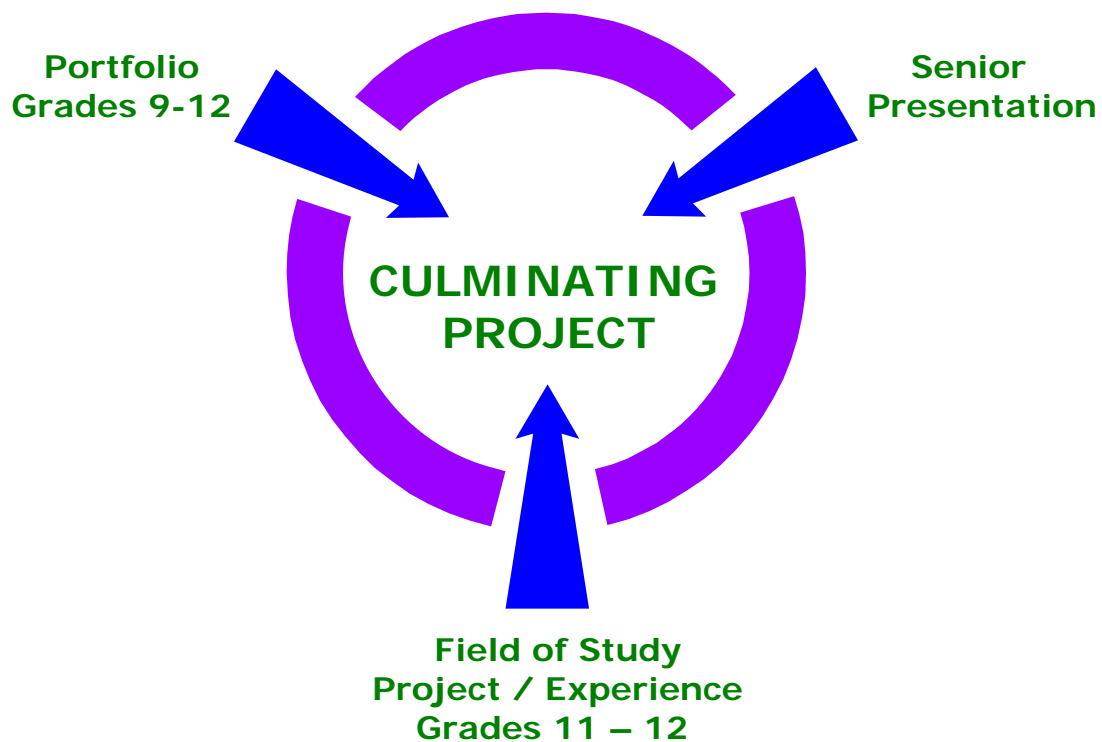


**EDMONDS-WOODWAY  
HIGH SCHOOL  
CULMINATING PROJECT**



**STUDENT MANUAL  
2009 - 2010**

## Products to Complete for Culminating Project

<u>Date Assigned</u>	<u>Product</u>	<u>Date Due</u>	<u>Page # in CP Manual</u>
1.	Product Verification Form		6
2.	Portfolio		7-8
3.	Culminating Project		3 & 5
4.	Presentation Outline		9-10
5.	CP Presentation Rubric		11-12

# THREE COMPONENTS OF THE CULMINATING PROJECT

## PORTFOLIO – PROJECT – PRESENTATION

### 1. Student Portfolio

**Collect works in Grades 9-12, Complete in Grade 12**

Collection of District & Building Anchor Tasks (DAT's & BAT's), Graduation Performance Tasks (GPT's), Classroom Based Assessments (CBA's), and "Best Works" (major assignments) from all subject areas, including Field of Study work, High School and Beyond Plan, Resume, and Culminating Project Reflection. The Portfolio will be checked off by the Senior Experience teacher, the IB Coordinator, or the School to Work Coordinator in the weeks prior to the final presentation in Grade 12.

### 2. Field of Study Experience / Project

**Complete in Grade 12**

There are three different types of projects: extension of a former/current class project; extended career shadow; independent project. \*Please note that all projects must be an extension of something already assigned; a regular class assignment/project will not count as the Culminating Project.\* All projects must be at least 20 hrs of work. All projects must be related to student's chosen Field of Study and be connected to student's post high school plans. See Table of Examples below for sample Class Assignment Extension Projects.

### 3. Culminating Project Presentation

**Complete in Grade 12**

A twenty minute presentation at the end of student's Senior Experience semester; each student must speak for a minimum of 15 minutes with 5 minutes for questions and answers; speech should be broken down using the approximate times listed below:

- 6-7 minutes discussing student's "academic journey" through chosen Field of Study and other related classes that prepared student for FOS project while showing contents of Portfolio
- 6-7 minutes discussing FOS project and experience
- 3-4 minutes connecting FOS work to student's post high school plans

A sample speech outline is included later in the CP manual.

\* All full IB Diploma students will present their extended essay as their Culminating Project. Contact person is the IB Coordinator, Mrs. Ludgate.

\* All 12<sup>th</sup> Graders who are not full IB and are not enrolled in Senior Experience will present during second semester, and will practice presentations individually. Contact person is Mrs. Cossey, School to Work Coordinator. Some examples of Field of Study Class Assignment Extension Projects:

<b>Arts &amp; Communication</b>	English 12: Film Comparison Advanced Photography: Portrait Project Spanish 5/6: Debate Broadcast Journalism: Interview Shoot
<b>Business &amp; Marketing</b>	Entrepreneurship: Business Plan Accounting: Handle End of Year Fiscal Period Work Computer Applications: HTML Webpage Design
<b>Engineering &amp; Technology</b>	Advanced Drafting: House Model Project AP Statistics: Statistical Analysis Integrated Math 4: Crossing the River
<b>Health &amp; Human Services</b>	Teaching Academy: Internship Psychology: Behavior Modification Project Chef School: Cooking Demonstration
<b>Science &amp; Natural Resources</b>	Marine Science: Research Project Anatomy & Physiology: Philanthropist Project Biology: Ecology Physics: Model a Projectile Project

## Culminating Project Check-Off / Timeline

Classes of 2010 will collect works in a paper Portfolio. Classes of 2011, 2012 & 2013 will collect all items in the WOIS Electronic Portfolio (preferred) or paper portfolio.

### Grade 9

- Student collects Anchor Tasks, GPT's, CBA's, and "Best Works", acquires teacher signatures on cover sheets, and places artifacts into Portfolio.

### Grade 10

- Student collects Anchor Tasks, GPT's, CBA's, and "Best Works", acquires teacher signatures on cover sheets, and places artifacts into Portfolio.  
Student selects his or her Field of Study (FOS) during registration.

### Grade 11

- Student collects Anchor Tasks, GPT's, CBA's, and "Best Works", acquires teacher signatures on cover sheets, and places artifacts into Portfolio.

### Grade 12

- Student selects FOS project / experience at the start of the semester during which the student is enrolled in Senior Experience.
- Student completes FOS project in his or her FOS-related class or completes independent project.
- Student writes Reflective Narrative in Senior Experience.
- Student prepares outline and practices presentation during allotted time in Senior Experience.
- Student collects final works needed to complete Portfolio.
- Student submits completed Portfolio for final checkoff during designated class time.
- Student presents Portfolio, Culminating Project, and Post High School Plan during presentation!

### Whom to Contact With Questions:

Portfolio and Field of Study Project	Mr. Johnson, Assistant Principal	Main Office
General Field of Study Questions	Mrs. Cossey	Career Center
Presentation for Students in Senior Experience	Senior Experience Teacher	In Class
Presentation for Full IB Students	Mrs. Ludgate	D100c
Presentation for Non-Senior Experience and Non-Full IB Students	Mrs. Cossey	Career Center

# Culminating Project Options

## Class Project Extension

- student must identify FOS class from junior or senior year
- student must identify class project within FOS class that will be used for the extension
- teacher must be willing to serve as project mentor
- teacher must provide student with extension activities, including explanation(s), diagram(s), written instructions, rubric(s), or equivalent to be used in completing the Culminating Project
- student and teacher must fill out Project Verification Form and teacher must verify that the project meets or exceeds standard
- project must be a minimum of 20 hours of work
- student will turn in Project Verification Form with all necessary names, phone numbers, hours, and signatures to Senior Experience teacher

## Extended Career Shadow

- student must select a career shadow from FOS
- student must have Senior Experience teacher or School to Work Coordinator sign off on career shadow
- student must document hours spent and duties performed while on career shadow
- student and mentor must fill out Project Verification Form and mentor must verify student completed all requirements for the career shadow
- career shadow must be a minimum of 20 hours
- student will turn in Project Verification Form with all necessary names, phone numbers, hours, and signatures to Senior Experience teacher

## Independent Project

- student must select a project from FOS
- student must write an Independent Project proposal
- Mr. Johnson must approve Independent Project proposal before student begins
- student must find a community mentor willing to monitor the Independent Project
- mentor must provide student with extension activities, including explanation(s), diagram(s), written instructions, rubric(s), or equivalent to be used in completing the Culminating Project
- student and mentor must fill out Project Verification Form and mentor must verify that the project meets or exceeds standard
- project must be a minimum of 20 hours of work
- student will turn in Project Verification Form with all necessary names, phone numbers, hours, and signatures to Senior Experience teacher

**Culminating Project  
Project Verification Form/Letter of Intent**

**Student Name:** \_\_\_\_\_ **Field of Study:** \_\_\_\_\_

**Type of Project to be completed:**

- \_\_\_\_\_ Class Project Extension (CPE)
- \_\_\_\_\_ Extended Career Shadow (ECS)
- \_\_\_\_\_ Independent Project (requires special approval from Mr. Johnson)

**Course Name where project will be completed if CPE or ECS:** \_\_\_\_\_

**Project Title:** \_\_\_\_\_

**Adult Mentor name:** \_\_\_\_\_ **Adult Mentor title:** \_\_\_\_\_

**Adult Mentor phone number:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

**Special Approval for Independent Projects (Mr. Johnson):** \_\_\_\_\_

**Project Explanation:**

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**Connections between this Project, my Field of Study, and my Post High School Plan:**

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I intend to complete my Field of Study (FOS) Project this year through the Course and with the Teacher designated above. I understand that I will give my Culminating Project Presentation at the end of the semester during which I am enrolled in Senior Experience. Therefore, if I am enrolled in Senior Experience during first semester, I will give my presentation at the end of first semester. If I am enrolled in Senior Experience during second semester, I will give my presentation at the end of second semester.

If I am not enrolled in Senior Experience, I understand that I must use time outside of school to write my Reflection and to practice the delivery of my presentation. I will present my Culminating Project at the end of second semester.

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Parent or Guardian Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Senior Experience Teacher Signature\***

\_\_\_\_\_  
**Date**

\*If student is not enrolled in Senior Experience, and is not a full IB Diploma candidate, **Mrs. Cossey** in the Career Center will sign off as the Senior Experience teacher.

# CP Mentor Verification Form

**Student:** \_\_\_\_\_ **Project Name:** \_\_\_\_\_

Thank you for working with this student to extend their knowledge in this Field of Study. Their project should reflect **20 hours** of work. If this is a Class Project Extension, the student should go beyond what is expected in class and individualize the project. Please review their extension and sign this form when you feel they have met the 20 hours as well as the expectation outlined in their "Letter of Intent". You may also want to give them some feedback (optional) which will be included in their Culminating Project Notebook.

Optional Comments:

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\_\_\_\_ Exceeds Standard      \_\_\_\_ Meets Standard      \_\_\_\_ Below Standard  
(Clear, organized & thorough completion of 20 hour Project)

## EDMONDS-WOODWAY HIGH SCHOOL Portfolio Information/Check-Off Sheet

Student Name: \_\_\_\_\_ Graduation Year \_\_\_\_\_  
Last First MI




### Portfolio Information:

- Starting in 9<sup>th</sup> grade, students are responsible for collecting District and Building **Anchor Tasks (DATs & BATs)**, **Graduation Performance Tasks (GPTs)**, **Classroom Based Assessments (CBAs)**, and **Best Works (major assignments)** in the **core, elective** and **Field of Study** areas.
- Students must also complete the **Resume, Culminating Project Outline, and High School and Beyond Plan**.
- These elements will make-up your Portfolio!
- Portfolios will be organized and stored in Flex Areas with your Senior Experience teacher.
- Prior to the Culminating Project Presentation (presented in 12<sup>th</sup> grade), seniors will be required to have their Portfolio completed and signed off by the Senior Experience teacher. Your Portfolio will be an integral part of your presentation.



### Checking off/completing elements of your portfolio: *Cover Sheets Required!*

- **All Best Works must have a Cover Sheet.** These are available in the Career Center, Counseling Office and Main Office.
- **Resume** and the **Culminating Project Outline** will be signed off  by the Senior Experience teacher.
- As you complete elements of your Portfolio, it is best to place them in your Portfolio for safekeeping.
- Finally, you will indicate your progress on the **Portfolio Check-Off Sheet** (see below for information.)



**Portfolio Check-Off Sheet:** The Portfolio Check-Off Sheet shows how many pieces from each area you need to meet standard. You will use this sheet to track your Portfolio. As you build a Portfolio, you may decide to omit certain items and insert new “Best Works.” The Portfolio Check-Off Sheet is printed on the reverse side of this form if you are using a hard copy. It is listed on the next page if you are reading this online.



**EDMONDS-WOODWAY HIGH SCHOOL  
Portfolio Check Off Sheet 2009-2012**

**Student Name:** \_\_\_\_\_ **Graduation Year** \_\_\_\_\_  
Last First MI

**Field of Study:** \_\_\_\_\_

**Step 1:**  List Best Works in area(s) provided below.

 Remember your *Cover Sheets!* (signed by the teacher who assigned the particular task)

**Step 2:** Once all  elements are complete, submit this check sheet to your Senior Experience/IB teacher for final sign-off  \_\_\_\_\_ (sign-off can only be done when EVERYTHING is complete!)





**Step 3:** Schedule your Culminating Project Presentation with your SE teacher or with Mrs. Cossey in the Career Center  
 (Remember - your Portfolio Check Off Sheet must be completed with a final sign-off from your SE/IB teacher!)





**Step 4:** You MUST bring your completed Portfolio to the final presentation

**Best Works and Culminating Project:** you must include 4 Best Works in addition to your Culminating Project; at least one Best Work must be from your FOS; you will also include the class where the Best Work was completed and when it was completed.

1. _____	_____	_____
<b>Best Work</b>	<b>Class/FOS</b>	<b>Semester/YR</b>
2. _____	_____	_____
<b>Best Work</b>	<b>Class/FOS</b>	<b>Semester/YR</b>
3. _____	_____	_____
<b>Best Work</b>	<b>Class/FOS</b>	<b>Semester/YR</b>
4. _____	_____	_____
<b>Best Work</b>	<b>Class/FOS</b>	<b>Semester/YR</b>
5. _____	_____	_____
<b>Culminating Project</b>	<b>Class</b>	<b>FOS</b>

**Graduation Performance Tasks (GPTs) or equivalent:**

-  Digital Communication: Career Exploration Project    Date Completed \_\_\_\_\_
-  Science: The Investigation    Date Completed \_\_\_\_\_
-  English: Analysis Task    Date Completed \_\_\_\_\_
-  Social Studies: Classroom Based Assessment    Date Completed \_\_\_\_\_

- Resume  \_\_\_\_\_ **SENIOR EXPERIENCE TEACHER SIGNATURE**
- CP Presentation Outline  \_\_\_\_\_ **SENIOR EXPERIENCE TEACHER SIGNATURE**
- 20 Hour Mentor Verification Form  \_\_\_\_\_ **SENIOR EXPERIENCE TEACHER SIGNATURE**
- High School and Beyond Plan  \_\_\_\_\_ **COUNSELOR SIGNATURE**

**Final Signoff:** \_\_\_\_\_ **Date** \_\_\_\_\_  
EWHS Staff Signature

*\*The EWHS staff signature indicates that all portfolio materials are present and the student is authorized to schedule their oral presentation\**

## CP Presentation Outline

### I. Introduction

#### A. Attention Grabber

1. Eros (emotion) –shocking facts/statistics/images
  2. Logos (logic or reason) –appeal to rational thought
  3. Pathos (pity or compassion) –appeal to the listeners’ compassion and have them empathize with the speaker
- \*only choose one of the three attention grabber options\*

#### B. Credibility Statement

1. What qualifies you to speak and why should they listen?

#### C. Preview of Main Points

1. Coursework in Field of Study
  2. Culminating Project
  3. Post-High School Plan
- \*you do not need to say “*Today I will tell you about...*” \* although you can if you choose

#### D. Transition to Body of CP speech

### II. Body

#### A. Field of Study (FoS)

1. discuss the classes you took in your FoS
  2. discuss and show the assignments you completed in your FoS and related classes
    - a. for each artifact included in your portfolio, you must address the following four questions:
      - i. why did you pick this work and how does it demonstrate your best work?
      - ii. how did this assignment/best work challenge you?
      - iii. how will this help you in the future?
      - iv. why are you proud of this work?
  3. discuss, show, and/or demonstrate the concepts and skills you learned
    - a. show visual aides if appropriate
  4. discuss, show and/or demonstrate application of the skills in the FoS classes and other classes
    - a. show visual aides if appropriate
  5. transition into the Culminating Project
- \*the FoS component of the speech should take approximately 7-8 minutes

#### B. Culminating Project (CP)

1. discuss what you did for the project
2. discuss, show, and/or demonstrate how you constructed the project
  - a. show visual aides if appropriate
3. discuss, show, and/or demonstrate the concepts and skills you learned
  - a. show visual aides if appropriate
4. discuss, show, demonstrate, and/or reenact part of the project
  - a. show visual aides if appropriate

5. discuss, show, and/or demonstrate how the skills you acquired in your FoS classes taught you the skills necessary to be successful in your CP

a. show visual aides if appropriate

6. transition into your post-high school plans

\*the Culminating Project component of the speech should take approximately 6-8 minutes

C. Post-High School Plan (PHSP)

1. discuss your post-high school plans

2. discuss how your FoS classes and CP have prepared you for your PHSP

\*the PHSP component of the speech should take approximately 2-4 minutes

D. Transition into the conclusion of the speech

### III. Conclusion

A. Summarize main points

B. Tie conclusion back in to attention grabber (book end)

C. Thank the panel for their attention and time

D. Ask, "What questions do you have for me?"

\*answer questions honestly; if you do not know the answer, DO NOT try to "bluff" the panel\*

### Points of Interest:

#### Visual Aides:

-if you are using technology other than the laptop and video projector, please let Mrs. Cossey, School to Work Coordinator, know so she can make arrangements

-make sure font size on visual aides is large enough to read from a distance

-make sure font color on visual aides is easy to read from a distance (high contrast between font color and background color)

-do not write long narratives on visual aides; only include bullets and then elaborate on the bullets in your speech

#### Attire:

-dress appropriately for the presentation (business attire/professional looking)

-no jeans/denim

-shirt/pants/skirt neatly pressed

-shirt tucked in

-clothes not revealing or suggestive

\*treat this as an interview; your appearance is their first impression\*

## Culminating Project Presentation Scoring Rubric

Student Name \_\_\_\_\_ Date \_\_\_\_\_

EWHS Evaluator \_\_\_\_\_ Community Evaluator \_\_\_\_\_

Dear Evaluators:

Thank you for your gift of time in evaluating our Culminating Project Presentations. On the reverse side of this page is the scoring rubric that we are using to evaluate each presentation. Please circle the bullet(s) in each of the four categories (Delivery, Tech/Visuals, Connections to Field of Study and Post High School Plans, and Responses) that you feel best describes the presentation you are observing.

At the end of the presentation, please arrive at a final number grade for each one of the four categories, and write that on the “score” line in the appropriate box. You do not have to numerically calculate the scores, but simply choose an overall score based on the bullets you have circled.

**Students must meet standard (achieve a score of 3 or above) in ALL areas in order to pass the presentation. Please do not give half-point scores.**

The numbers on the scoring scale indicate the following:

- 4 Exceeding Standard
- 3 Meeting Standard, Proficient for Graduation
- 2 Approaching Standard
- 1 Far Below Standard

**In order to meet standard, the student’s presentation must also be a minimum of fifteen (15) minutes in length with five (5) minutes remaining for questions and answers. Please be sure to carefully note the start and finish time of the presentation you are observing. You will be asked on the reverse side of this page to indicate if the student met the 15 minute standard.**

At the end of the presentation, please feel free to add any comments here that you would like to share with the student:

## Edmonds-Woodway High School Culminating Project Presentation Scoring Rubric

Criteria	1	2	3	4
<b>Delivery</b>  Score _____	<ul style="list-style-type: none"> <li>Posture, body language, and mannerisms are very distracting</li> <li>Volume, pace, tone, and pronunciation take away from audience interest and understanding</li> <li>Constant use of fillers (e.g. "um", "like", "uh", "you know")</li> <li>Inappropriate word choice</li> <li>Little or no eye contact with audience</li> </ul>	<ul style="list-style-type: none"> <li>Posture, body language, and mannerisms are somewhat distracting</li> <li>Volume, pace, tone, and pronunciation are inconsistent</li> <li>Moderate use of fillers (e.g. "um", "like", "uh", "you know")</li> <li>Word choice is appropriate for defined audience</li> <li>Limited eye contact</li> </ul>	<ul style="list-style-type: none"> <li>Posture, body language, and mannerisms enhance presentation</li> <li>Volume, pace, tone, and pronunciation contribute to audience interest and understanding</li> <li>Minimal use of fillers (e.g. "um", "like", "uh", "you know")</li> <li>Word choice is effective for defined audience</li> <li>Maintains eye contact with minimal reading</li> </ul>	<ul style="list-style-type: none"> <li>Posture and body language demonstrate confidence</li> <li>Volume, pace, tone, and pronunciation enhance audience interest and understanding</li> <li>Use of fillers is not noticeable (e.g. "um", "like", "uh", "you know")</li> <li>Word choice is effective and enhances audience interest</li> <li>Maintains eye contact with entire audience</li> </ul>
<b>Visuals/ Portfolio</b>  Score _____	<ul style="list-style-type: none"> <li>No (0) visuals included as part of the presentation</li> <li>Student did not present portfolio during presentation</li> <li>Student did not address reflective portfolio questions and did not share best works</li> </ul>	<ul style="list-style-type: none"> <li>Minimal use (1) of visuals in presentation</li> <li>Visuals are included, but they distract from the presentation</li> <li>Student referred to portfolio but did not incorporate it into presentation</li> <li>Student briefly mentions reflective portfolio questions and shares a few best works</li> </ul>	<ul style="list-style-type: none"> <li>Choice of visuals enhanced presentation</li> <li>Student uses two (2) visuals in presentation</li> <li>Student portfolio is used as a visual during the presentation</li> <li>Student sufficiently addresses reflective portfolio questions and shares most best works</li> </ul>	<ul style="list-style-type: none"> <li>Use of visuals engages and informs the audience</li> <li>Student incorporates several types (3+) of visuals into presentation</li> <li>Student portfolio is an integral part of the presentation</li> <li>Student thoroughly addresses reflective portfolio questions and shares all best works</li> </ul>
<b>Connections between Project, Field of Study, &amp; Post High School Plans</b>  Score _____	<ul style="list-style-type: none"> <li>Student did not explain project</li> <li>Student demonstrates no understanding of Field of Study</li> <li>Student makes no connection between Culminating Project and Field of Study</li> <li>Student makes no connection between Culminating Project and future educational plans or career goals</li> </ul>	<ul style="list-style-type: none"> <li>Student briefly explains project</li> <li>Student demonstrates limited understanding of Field of Study</li> <li>Student makes limited connection between Culminating Project and Field of Study</li> <li>Student makes limited connection between Culminating Project and future educational plans or career goals</li> </ul>	<ul style="list-style-type: none"> <li>Student sufficiently explains project</li> <li>Student demonstrates sufficient understanding of Field of Study</li> <li>Student makes several connections between Culminating Project and Field of Study</li> <li>Student makes several connections between Culminating Project and future educational plans or career goals</li> </ul>	<ul style="list-style-type: none"> <li>Student thoroughly explains project</li> <li>Student demonstrates thorough understanding of Field of Study</li> <li>Student makes numerous connections between Culminating Project and Field of Study</li> <li>Student makes numerous connections between Culminating Project and future educational plans or career goals</li> </ul>
<b>Responses to the Panel</b>  Score _____	<ul style="list-style-type: none"> <li>Student did not engage panel in a question and answer period at the end of the presentation</li> <li>Student interaction with the panel was inappropriate</li> <li>Student is unable to answer questions from panel</li> </ul>	<ul style="list-style-type: none"> <li>Student minimally engaged panel in a question and answer period</li> <li>Student interaction with panel was mostly appropriate</li> <li>Student is able to answer some questions from panel</li> </ul>	<ul style="list-style-type: none"> <li>Student satisfactorily engaged panel in question and answer period</li> <li>Student interaction with panel was appropriate and added to presentation</li> <li>Student is able to answer most questions from panel</li> </ul>	<ul style="list-style-type: none"> <li>Student question and answer period exceeded the requirement</li> <li>Student interaction with panel enhanced presentation</li> <li>Student is able to answer all questions from panel</li> </ul>

**Students must receive a 3 or above in each of the Scoring Criteria to meet standard.**

Did the student meet or exceed standard in all of the areas above?    Yes \_\_\_\_\_    No \_\_\_\_\_  
 Did the student present for a minimum of 15 minutes?                Yes \_\_\_\_\_    No \_\_\_\_\_